Accreditation Standard	Dates
CACREP 2016	-

Class	Program
	CMHC, School Counseling, Addictions Counseling, CMHC/School, CMHC/Addictions, Addictions/School

Total Students Being Assessed: 126

STANDARD LEVEL COUNTS		
Standards	Meets*	Does Not Meet*
history and philosophy of the counseling professio 2.F.1.a	46	0
the multiple professional roles and functions of c 2.F.1.b	21	0
counselors' roles and responsibilities as members 2.F.1.c	22	0
The role and process of the professional counselor 2.F.1.d	28	0
Advocacy processes needed to address institutional 2.F.1.e	3	0
professional counseling organizations, including m 2.F.1.f	21	1
professional counseling credentialing, including c 2.F.1.g	44	1
current labor market information relevant to oppor 2.F.1.h	21	1
ethical standards of professional counseling organ 2.F.1.i	45	0
technology's impact on the counseling profession 2.F.1.j	22	0
strategies for personal and professional self-eval 2.F.1.q		

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STANDARD LEVEL COUNTS		
2.F.1.l		
The role of counseling supervision in the professi	22	0
2.F.1.m		
Multicultural and pluralistic characteristics with	3	0
2.F.2.a		
Theories and models of multicultural counseling, c	27	0
2.F.2.b		
Multicultural counseling competencies.	27	0
2.F.2.c		
The impact of heritage, attitude, beliefs, underst	27	0
2.F.2.d		
The effects of power and privilege for counselors	3	0
2.F.2.e		
Help-seeking behaviors of diverse clients.	3	0
2.F.2.f		
The impact of spiritual beliefs on clients' and co	27	0
2.F.2.g		
Strategies for identifying and eliminating barrier	27	0
2.F.2.h		
Theories of individual and family development acro	43	2
2.F.3.a		
Theories of learning.	25	0
2.F.3.b		
Theories of normal and abnormal personality develo	46	1
2.F.3.c		
Biological, neurological, and physiological factor	43	2
2.F.3.e		
Systemic and environmental factors that affect hum	25	0
2.F.3.f		
Effects of crisis, disasters, and trauma on divers	19	2
2.F.3.g		
A general framework for understanding		

STANDARD LEVEL COUNTS		
for pro 2.F.3.i		
Theories and models of career development, counsel 2.F.4.a	24	0
Approaches for conceptualizing the interrelationsh 2.F.4.b	24	0
Processes for identifying and using career, avocat 2.F.4.c	0	0
Approaches for assessing the conditions of the wor 2.F.4.d	0	0
Strategies for assessing abilities, interests, val 2.F.4.e	24	0
Strategies for career development program planning 2.F.4.f	24	0
Strategies for advocating for diverse clients' car 2.F.4.g	0	0
Strategies for facilitating client skill developme 2.F.4.h	24	0
Method of identifying and using assessment tools a 2.F.4.i	0	0
Ethical and culturally relevant strategies for add 2.F.4.j	0	0
Theories and models of counseling. 2.F.5.a	46	1
A systems approach to conceptualizing clients. 2.F.5.b	46	1
Theories, models, and strategies for understanding 2.F.5.c	23	1
Ethical and culturally relevant strategies		

Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
Counselor characteristics and behaviors that influ 2.F.5.f	24	0
Essential interviewing, counseling, and case conce 2.F.5.g	24	0
Developmentally relevant counseling treatment or i 2.F.5.h	0	0
Development of measurable outcomes for clients 2.F.5.i	0	0
Evidence-based counseling strategies and technique 2.F.5.j	48	0
Strategies to promote client understanding of and 2.F.5.k	16	0
Suicide prevention models and strategies 2.F.5.l	0	0
Crisis intervention, trauma-informed, and communit 2.F.5.m	12	0
Processes for aiding students in developing a pers 2.F.5.n	22	1
Theoretical foundations of group counseling and gr 2.F.6.a	43	0
Dynamics associated with group process and develop 2.F.6.b	43	0
Therapeutic factors and how they contribute to gro 2.F.6.c	43	0
Characteristics and functions of effective group l 2.F.6.d	43	0
Approaches to group formation, including recruitin 2.F.6.e	43	0
Types of groups and other considerations that affe 2.F.6.f	19	0
Ethical and culturally relevant strategies for des 2.F.6.g	19	0

Accreditation Standards - Group Analysis

STANDARD LEVEL COUNTS		
Direct experiences in which students participate a 2.F.6.h	14	0
Historical perspectives concerning the nature and 2.F.7.a	0	0
Methods of effectively preparing for and conductin 2.F.7.b	24	0
Procedures for assessing risk of aggression or dan 2.F.7.c	24	0
Use of assessments for diagnostic and intervention 2.F.7.e	45	0
Basic concepts of standardized and non-standardize 2.F.7.f	0	0
Statistical concepts, including scales of measurem 2.F.7.g	24	0
Reliability and validity in the use of assessments 2.F.7.h	0	0
Use of assessments relevant to academic/educationa 2.F.7.i	0	0
Use of environmental assessments and systematic be 2.F.7.j	0	0
Use of symptom checklists, and personality and psy 2.F.7.k	0	0
Use of assessment results to diagnose developmenta 2.F.7.l	24	0
Ethical and culturally relevant strategies for sel 2.F.7.m	0	0
The importance of research in advancing the counse 2.F.8.a	23	1
Identification of evidence-based counseling practi 2.F.8.b	47	1
Needs assessments 2.F.8.c	23	1

STANDARD LEVEL COUNTS		
role of wellness and spirituality in the addiction 5.A.2.f	0	0
culturally and developmentally relevant education 5.A.2.g	0	0
classifications, indications, and contraindication 5.A.2.h	0	0
diagnostic process, including differential		

STANDARD LEVEL COUNTS		
specific to cl 5.C.1.e		
roles and settings of clinical mental health couns 5.C.2.a	22	0
etiology, nomenclature, treatment, referral, and p		

Standard		
history and philosophy of the counseling professio 1 2.F.1.a	46 (100%)	
the multiple professional roles and functions of c 1 2.F.1.b	21 (100%)	
counselors' roles and responsibilities as members 2 2.F.1.c	22 (100%)	
The role and process of the professional counselor 3 2.F.1.d	28 (100%)	
Advocacy processes needed to address institutional 4 2.F.1.e	3 (100%)	
professional counseling organizations, including m 2 2.F.1.f	21 (95%)	1
professional counseling credentialing, including c 1 2.F.1.g	44 (98%)	1
current labor market information relevant to oppor 5 2.F.1.h	21 (95%)	1
ethical standards of professional counseling organ 6 2.F.1.i	45 (100%)	
technology's impact on the counseling profession 3 2.F.1.j	22 (100%)	
strategies for personal and professional self-eval 7 2.F.1.k	46 (100%)	
self-care strategies appropriate to the counselor 1 2.F.1.l	22 (100%)	
The role of counseling supervision in the professi 4 2.F.1.m	22 (100%)	
Multicultural and pluralistic characteristics with 8 2.F.2.a	3 (100%)	
Theories and models of	27 (100%)	

oARTS

Accreditation Standards - Group Analysis

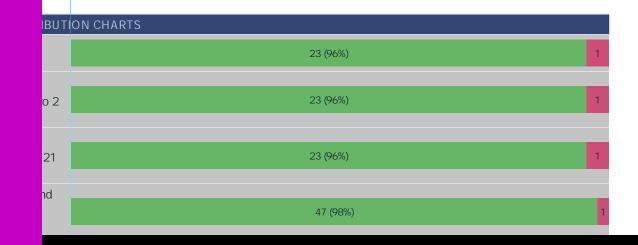| Standard	Distribution	
Approaches for conceptualizing the interrelationsh 10 2.F.4.b	24 (100%)	
Processes for identifying and using career, avocat 1 2.F.4.c		
Approaches for assessing the conditions of the wor 1 2.F.4.d		
Strategies for assessing abilities, interests, val 11 2.F.4.e	24 (100%)	
Strategies for career development program planning 2 2.F.4.f	24 (100%)	
Strategies for advocating for diverse clients' car 2 2.F.4.g		
Strategies for facilitating client skill developme 12 2.F.4.h	24 (100%)	
Method of identifying and using assessment tools a 1 2.F.4.i		
Ethical and culturally relevant strategies for add 13 2.F.4.j		
Theories and models of counseling. 1 2.F.5.a	46 (98%)	1
A systems approach to conceptualizing clients. 3 2.F.5.b	46 (98%)	1
Theories, models, and strategies for understanding 3 2.F.5.c	23 (96%)	1
Ethical and culturally relevant strategies for est 14 2.F.5.d		
The impact of technology on the the counseling pro 4 2.F.5.e		
Counselor characteristics and behaviors that influ 4	24 (100%)	

STANDARD LEVEL DISTRIBUTION CHARTS

2.F.5.f	
Essential interviewing, counseling, and case conce 15	24 (100%)
2.F.5.g	
Developmentally relevant counseling treatment or i 5	
2.F.5.h	
Development of measurable outcomes for clients 5	
2.F.5.i	
Evidence-based counseling strategies and technique 6	48 (100%)
2.F.5.j	
Strategies to promote client understanding of and 6	16 (100%)
2.F.5.k	
Suicide prevention models and strategies 10	
2.F.5.l	
Crisis intervention, trauma-informed, and communit 1	12 (100%)
2.F.5.m	
Processes for aiding students in developing a pers 16	22 (96%) 1
2.F.5.n	
Theoretical foundations of group counseling and gr 1	43 (100%)
2.F.6.a	
Dynamics associated with group process and develop 2	43 (100%)
2.F.6.b	
Therapeutic factors and how they contribute to gro 17	43 (100%)
2.F.6.c	
Characteristics and functions of effective group l 2	43 (100%)
2.F.6.d	
Approaches to group formation, including recruitin 3	43 (100%)
2.F.6.e	
Types of groups and other considerations that affe 3	19 (100%)
2.F.6.f	
Ethical and culturally relevant strategies for des 4	19 (100%)
2.F.6.g	

Accreditation Standards - Group Analysis

Standard		
Direct experiences in which students participate a 4 2.F.6.h	14 (100%)	
Historical perspectives concerning the nature and 5 2.F.7.a		
Methods of effectively preparing for and conductin 18 2.F.7.b	24 (100%)	
Procedures for assessing risk of aggression or dan 5 2.F.7.c	24 (100%)	
Use of assessments for diagnostic and intervention 6 2.F.7.e	45 (100%)	
Basic concepts of standardized and non-standardize 19 2.F.7.f		
Statistical concepts, including scales of measurem 6 2.F.7.g	24 (100%)	
Reliability and validity in the use of assessments 7 2.F.7.h		
Use of assessments relevant to academic/educationa 7 2.F.7.i		
Use of environmental assessments and systematic be 8 2.F.7.j		
Use of symptom checklists, and personality and psy 20 2.F.7.k		
Use of assessment results to diagnose developmenta 8 2.F.7.l	24 (100%)	
Ethical and culturally relevant strategies for sel 9 2.F.7.m		
The importance of research in advancing the counse 9 2.F.8.a	23 (96%)	1
Identification of evidence-based counseling practi 10 2.F.8.b	47 (98%)	1

Needs ass... 2.F.8.c	23 (96%)	1
Developm... measures... ...o 2 2.F.8.d	23 (96%)	1
Evaluation... interventi... ...21 2.F.8.e	23 (96%)	1
Qualitativ... ...nd mixed res... 2.F.8.f	47 (98%)	1

Accreditation Standards - Group Analysis

importance of vocation, family, social networks, a 1 5.A.2.e	
role of wellness and spirituality in the addiction 1 5.A.2.f	
culturally and developmentally relevant education 4 5.A.2.g	
classifications, indications, and contraindication 2 5.A.2.h	
diagnostic process, including differential diagnos 4 5.A.2.i	
cultural factors relevant to addiction and addicti 1 5.A.2.j	
professional organizations, preparation standards, 26 5.A.2.k	
legal and ethical considerations specific to addic 2 5.A.2.l	
strategies for reducing the persisting negative ef 27 5.A.3.e	
strategies for helping clients identify the effect 3 5.A.3.f	
evaluating and identifying individualized strategi 28 5.A.3.g	
strategies for interfacing with the legal system a 4 5.A.3.h	
history and development of clinical mental health 29 5.C.1.a	22 (100%)
theories and models related to clinical mental hea 5 5.C.1.b	46 (98%)　　　1
principles, models, and documentation formats of b 30	24 (100%)

STANDARD LEVEL DISTRIBUTION CHARTS		
intake interview, mental status evaluation, biopsy 11 5.C.3.a		
techniques and interventions for prevention and tr 12 5.C.3.b		
strategies for interfacing with the legal system r 13 5.C.3.c	12 (100%)	
strategies for interfacing with integrated behavio 14 5.C.3.d	12 (100%)	
strategies to advocate for persons with mental hea 35 5.C.3.e	12 (100%)	
history and development of school counseling 15 5.G.1.a	21 (95%)	1
models of school counseling programs 2 5.G.1.b	5 (100%)	
models of P-12 comprehensive career development 3 5.G.1.c	5 (100%)	
models of school-based collaboration and consultat 36 5.G.1.d	5 (100%)	
school counselor roles as leaders, advocates, and 4 5.G.2.a	5 (100%)	
school counselor roles in school leadership and mu 5 5.G.2.d	5 (100%)	
characteristics, risk factors, and warning signs o 6 5.G.2.g	1 (100%)	

Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
counseling in school 38 5.G.3.f	
interventions to promote college and career readin 9 5.G.3.j	4 (100%)